

**Whole Academy Policy for Child Protection to Safeguard and Promote the
Welfare of Children policy**

Adopted by the Board of Trustees

Date: September 2021

Trustee Reviewers: PDBW Board

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1. General Data Protection Regulations



This policy has been reviewed in accordance with the General Data Protection Regulation (GDPR) which will replace the Data Protection Act 1998 from 25th May 2018. The introduction of GDPR has resulted in changes to many existing data protection rules and regulations that educational establishments adhere to. The Evolve Trust has undertaken a full data protection audit and have ensured that appropriate changes that have been made to data protection rules and regulations have been adhered to in full. The Evolve Trust has carried out all additional compliance requirements and fully accepts their duty of care to ensure individuals' data is kept safe and secure, resulting in increased compliance in our systems, processes and policies.

2. Introduction

The Beech Academy is a Secondary Special School that serves the Mansfield and surrounding local authority areas. At Beech Academy, we absolutely recognise our responsibilities for safeguarding children and protecting them from harm. This policy works in conjunction with other statutory policies, including Staff Behaviour Policy (Code of Conduct), safer recruitment policy, allegations against staff, complaints, pupil behaviour, children missing education, online safety, peer on peer (child on child) and sexual violence and sexual harassment between children policy and procedures.

This Child Protection Policy will be reviewed by the Snr Designated Safeguarding Lead; Neil Davies to ensure it remains current and incorporates all revisions made to local or national safeguarding guidance. This policy will as a minimum be fully reviewed as a minimum once a year during the autumn term provided to the *Evolve Trust Scrutiny Board* for approval and sign off at the first autumn term meeting.

Role	Name	Contact Details
Designated Governor for Child Protection	John Dryden	C/O 01623 626008
Designated Senior Person for Child Protection	Neil Davies Principal	01623 626008
Designated Deputy Person for Child Protection	Katy Craig Deputy Headteacher	01623 626008
Additional safeguarding officers	Matt Heartfield Shelley Mercer	01623 626008
LA Child Protection Contact/LADO	Eva Callaghan	0115 8041272
LA Safeguarding Children in Education Officer	Cheryl Stollery	0115 804 1047
MASH (Multi-agency Safeguarding Hub)		0300 500 80 90
Emergency Duty Team (Children's Social care)	Outside of office hours	0300 456 4546
Police (to report a crime and immediate risk of harm or abuse to child)	101	In an emergency 999 (only)

3. Beech Academy commitment

Our policy applies to all staff, governors and volunteers working in The Beech Academy and takes into account statutory guidance provided by the Department for Education and local guidance issued by the Nottinghamshire Safeguarding Children Partnership.

We will ensure that all parents/carers are made aware of our responsibilities with regard to child protection procedures and how we will safeguard and promote the welfare of their children through the publication of this Beech Academy safeguarding and child protection policy.

These duties and responsibilities, as set out within the Education Act 2002 sec 175 and 157, DfE Statutory Guidance Keeping Children Safe in Education 2021 and HM Working Together to Safeguard Children 2018 are incorporated into this policy.

During the Covid-19 pandemic we have closely monitored those pupils with Social Care involvement as well as any families that are considered vulnerable, having conducted Risk Assessments following Local Authority Guidance. Home visits have been conducted where appropriate/possible and regular telephone contact has been made with all families.

4. Safeguarding

Child Protection and Safeguarding Statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff, volunteers and members of the Evolve Trust and are consistent with those of Nottinghamshire Safeguarding Children Partnership (NSCP).

Maintaining a child centred and coordinated approach to safeguarding:

Everyone who works at The Beech Academy understands they are an important part of the wider safeguarding system for children and accepts safeguarding and promoting the welfare of children is everyone's responsibility and everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all our staff, including supply staff and volunteers will ensure their approach is child-centre and will be supported to consider, at all times, what is in the best interests of the child.

We recognise no single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information, and taking prompt action.

Safeguarding children is defined as:

- The actions we take to promote the welfare of children and protect them from harm are everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment.
- Preventing impairment of children's health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.

- Taking action to enable all children to have the best outcomes. Working Together to Safeguard Children 2018
NB. Children includes everyone under the age of 18 years of age.

Beech Academy approach to safeguarding:

- We understand the importance every member of our staff has through their contact with children in and outside of our school environment and the particular importance of the roles and relationships they have which places them in a position to identify concerns early, provide help for children and promote children's welfare and prevent concerns from escalating.
- At Beech Academy we have a responsibility to provide a safe environment in which children can learn.
- We will make every effort to identify children who may benefit from early help and put in place support as soon as a problem emerges at any point in a child's life.
- **Any staff member** who has **any** concerns about a child's welfare should follow the processes set out in this child protection policy and raise concerns with the designated safeguarding lead or deputy without delay.
- All our staff should expect to support social workers and other agencies following any referral, especially if they were involved in being alert to or receiving a disclosure of risk, harm or abuse or harassment from a child.

Our snr designated safeguarding lead will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care, police, early help and health where required, as the designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

Safeguarding is not just about protecting children from deliberate harm. It also relates to broader aspects of care and education including:

- Pupils' health and safety and well-being, including their mental health
- Meeting the needs of children with special educational needs and/or disabilities
- The use of reasonable force
- Meeting the needs of children with medical conditions
- Providing first aid.
- Educational visits.
- Intimate care and emotional wellbeing
- Online safety and associated issues
- Appropriate arrangements to ensure Academy security, taking into account the local context.
- Keeping children safe from risks, harm, exploitation and sexual violence and sexual harassment between children: KCSiE 2021 Annex A

Safeguarding can involve a range of potential issues such as:

- Neglect, physical abuse, sexual abuse, and emotional abuse.
- Contextualised also known as extra-familial abuse.
- Bullying, including online bullying (by text message, on social networking sites, and prejudice-based bullying).

- Going frequently missing/ going missing from care or home.
- Peer on Peer (child on child) abuse.
- Racist, disability- based, homophobic, bi-phobic, or transphobic abuse.
- Gender based violence/violence against women and girls.
- Risk of extremist behaviour and/or radicalisation.
- Child sexual exploitation, human trafficking, modern slavery, sexual or criminal exploitation.
- A young carer.
- Privately fostered
- The impact of new technologies, including 'sexting' and accessing pornography.
- Child on child sexual violence and sexual harassment (defined in KCSiE 2021 Part Five and DfE Sexual violence and sexual harassment between children, September 2021).
- Issues which may be specific to a local area or population, for example gang activity, knife crime, youth violence, criminal child exploitation (CCE) and County Lines.
- Is in family circumstances which present challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse/harm.
- Is at risk of or from serious violence and violent crime.
- Persistent absence from education, including persistent absence for part of the school day.
- Particular issues affecting children including domestic abuse and violence, female genital mutilation and honour-based abuse and forced marriage.
- 'Upskirting'- The Voyeurism (Offences) Act, which is commonly known as Up-skirting Act, came into force on 12 April 2019. Upskirting is a criminal offence and reportable by all teachers (KCSiE 2021 and Annex A).

All our staff and volunteers are aware of the indicators of abuse and neglect and know what to look for is vital for the early identification so that support can be put in place. Our staff and volunteers are also aware of the specific safeguarding issues that indicate or inform of concerns or incidents linked to child criminal exploitation and child sexual exploitation and know to report concerns directly to the designated safeguarding or a member of the senior leadership team should the designated safeguarding lead not be available for children who may be in need of help or protection.

All staff should **always** speak to the designated safeguarding lead, or deputy at the earliest opportunity.

As a school we are aware that abuse, neglect, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another, therefore all staff should always be vigilant and always raise any concerns with the designated safeguarding lead (or deputy).

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of our school environment.

All our staff have received information and training regarding the risks that can take place outside their families. This is known as Extra-familial harms and these can take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.

Our staff are aware that technology offers many opportunities but is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. Children can also

abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

All forms of abuse or harassment will be reported in accordance with national safeguarding guidance and we will take a 'zero tolerance' approach to harassment and abuse as informed in KCSiE 2021. Should an incident or disclosure be made by a child our staff will always reassure the child (victim) that they are being taken seriously and that they will be supported and kept safe.

Identifying Concerns

All members of staff, volunteers and governors will know how to identify pupils who may be being harmed and then how to respond to a pupil who discloses abuse, or where others raise concerns about them. Our staff will be familiar with procedures to be followed.

Staff understand that abuse, neglect, and safeguarding issues are rarely standalone events that can be covered by one definition, and that in most cases multiple issues will overlap with each other. Staff who regularly come into contact with children are aware of the DfE guidance [What to do if you're worried a child is being abused](#)

The four categories of child abuse are as follows:

1. **Physical Abuse**
2. **Emotional Abuse**
3. **Sexual Abuse**
4. **Neglect**

Indicators of abuse and neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectation being imposed on children. These may include interactions that are beyond a child's developmental capability as well as over protection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including

cyberbullying), causing children to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbations, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children to look at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as peer on peer abuse) in education and **all** staff should be aware of it and of their school or colleges policy and procedures for dealing with it.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to; provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Safeguarding issues: All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nudes and semi-nude images and/or videos can be signs that children are at risk.

The Beech Academy has ELSA trained staff and regular whole staff briefings particularly focussed on safeguarding. We are aware that many pupils may have been affected by their significant time away from Academy. All staff have been made aware of the possible signs of abuse of all kinds and we have rigorous protocols for reporting any safeguarding concerns. Staff are reminded of these protocols regularly and especially at the start of the academic year.

Our ethos is that the effective safeguarding of children can only be achieved by putting children at the centre of a system where we listen and hear what they say. Every individual within the Beech Academy will play their part, including working with professionals from other agencies, to meet the needs of our most vulnerable children and keep them safe. We will take opportunities to teach children about important safeguarding issues in a way that is age appropriate.

Our academy therefore, led by senior members of staff and trust members aims to provide a safe environment and vigilant culture where children and young people can learn and be safeguarded. If there are safeguarding concerns we will respond with appropriate action in a timely manner for those children who may need help or be suffering, or likely to suffer, significant harm.

Where staff members have concerns about a child (as opposed to a child being in immediate danger) they will decide what action to take in conjunction with the Snr Designated Safeguarding Lead. Although we advocate that any staff can make a referral to children's social care or MASH, especially where a child is identified as being

in immediate danger, they should however ensure that the Designated Safeguarding Lead (DSL), or a member of the senior leadership team is informed as soon as possible.

We also ensure that all our staff are clear that whilst they should discuss and agree with the DSL any actions to be taken, they are able to escalate their concerns and contact MASH, or social care to seek support for the child if despite the discussion with the DSL their concerns remain. Staff are also informed of the *school or colleges* whistle blowing procedures and the contact details for the Local Authority LADO and NSPCC helpline.

Children who attend alternative education often have complex needs, it is important governing bodies/trusts and designated safeguarding leads ensure children are fully supported at all times, and the alternative setting is aware of any additional risks of harm that pupils may be vulnerable to. Information sharing for pupils who receive education provision outside of a mainstream setting is vital to support the child and ensure the learning environment where they are placed has all necessary information for the child before they access the provision. The working together principles are key to keep the child safe and understanding the vulnerabilities needing to be supported. This should include up to date contact details for the professionals working with the child and family.

The designated safeguarding (DSL) lead or deputy safeguarding lead who is familiar with national and local guidance will share concerns, where appropriate, with the relevant agencies.

Staff are updated regularly (at least half termly) with safeguarding procedures. Supply staff are given a safeguarding leaflet upon arrival at the Academy and safeguarding processes are covered during the induction of new staff. All staff are clear on how to report any safeguarding concerns, including allegations against another member of staff (including supply staff and volunteers).

Concerns are recorded on CPOMS within an hour of the concern being raised. A member of the safeguarding team will then decide how to move that concern forward. A referral to the MASH team may be required, or contact with a relevant social worker or close monitoring of the pupil in question.

- The Snr DSL and deputies (DSL team) maintains a key role in raising awareness amongst staff about the needs of children who have or who have had a social worker and the barriers that those children might experience in respect of attendance, engagement and achievement at schools or college, see KCSiE 2021 page 147.
- The Snr DSL along with the Designated Teacher can inform the Governing body and Headteacher the number of children in their cohort who have or who have had a social worker and appropriate information is shared with teachers and staff on individual children's circumstances
- The Designated Teacher and Snr Designated Safeguarding Lead maintain data for children who have looked after status and for children who have been involved in the care system.
- The Designated Teacher maintains good links with the Virtual School Heads to promote the educational achievement of previously looked after children.

5. The Child Protection Policy

There are seven main elements to our policy:

- Providing a safe environment in which children can learn and develop.
- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases of abuse.
- Supporting pupils who have been abused or harmed in accordance with his/her child protection plan.
- Raising awareness of safeguarding children, child protection processes and equipping children with the skills needed to keep them safe.
- Working in partnership with agencies and safeguarding partners in the 'best interest of the child'.
- Ensuring we have appropriate policies and procedures to deal with peer on peer abuse (child on child) abuse and sexual violence and sexual harassment.

We recognise that because of the day to day contact with children, academy staff are well placed to observe the outward signs of abuse. The academy will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are trusted adults in the Academy whom they can approach if they are worried.
- Ensure that every effort is made to establish effective working relationships with parents, carers and colleagues from other agencies.
- Include opportunities in the RSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse by:
- Recognising and managing risks including online safety, radicalisation and extremism, sexual exploitation, peer on peer abuse (child on child), sexual violence and sexual harassment, the sharing of nude and semi-nude images which has replaced sexting.
- Developing healthy relationships and awareness of domestic violence, and abuse which is linked to 'honour' such as female genital mutilation and forced marriage, bullying and peer on peer abuse.
- Recognising how pressure from others can affect their behaviour.
- Knowing that as a school we will act swiftly to address any concerns related to serious violence, gang and knife crime or child on child sexual violence or sexual harassment incidents.
- Ensuring our behaviour policy includes measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying.
- Maintain an on-line safety policy, which take into account remote learning, and use of mobile and smart technology and is reviewed regularly to take into account any new threats.

We will ensure that through a broad and balanced curriculum that includes the delivery of RSHE and PSHE, we will provide opportunities to teachers and students to teach and learn the key principles around staying safe in school, out of school and within the community/on-line.

- We will take all reasonable measures to ensure any risk of harm to children's welfare is minimised.

- Take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnership with agencies.
- Ensure robust child protection arrangements are in place and embedded in the daily life and practice of the Academy.
- Promote pupil health and safety.
- Promote safe practice and challenge unsafe practice.
- Ensure that procedures are in place to deal with allegations of abuse against teachers and other staff including volunteers (KCSiE 2021 Part Four Pages 81 to 95) and Part Four Section two for dealing with low-level concerns, and the NSCP local multi-agency procedures.
- Provide first aid and meet the health needs of children with medical conditions.
- Ensure Academy site security.
- Address drugs and substance misuse issues.
- Support and plan for young people in custody and their resettlement back into the community.
- Work with all agencies with regard to missing children, anti-social behaviour/gang activity and violence in the community/knife crime and children at risk of sexual exploitation.
- Everyone having a duty to safeguard children inside/outside the school environment including school trips, extended school activities, vocational placements and alternative education packages.
- We will ensure that we will provide regular monitoring and quality assurance of any AP providers to ensure and maintain the safety of our students and an appropriate level of education.

We will follow the procedures set out by the Nottinghamshire Safeguarding Children Board (NSCB) and take account of guidance issued by the DfE in Keeping Children Safe in Education 2021 to:

- Ensure we have a designated safeguarding lead and a deputy safeguarding lead for child protection who has received appropriate training and support for this role.
- The Designated Safeguarding Lead role is written into their job description and clarifies the role and responsibilities included (as defined in KCSiE 2021 Annex C).
- Ensure we have a nominated governor responsible for child protection.
- Ensure that we have a designated teacher for looked after children.
- Ensure every member of staff (including temporary and supply staff and volunteers) and the governing body knows the name of the designated safeguarding lead (and their deputy) responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated safeguarding lead or to children's social care/police if a child is in immediate danger
- Ensure all staff and volunteers are aware of the early help process and understand their role in it.
- Ensure that there is a whistleblowing policy and culture where staff can raise concerns about unsafe practice and that these concerns will be taken seriously.
- Ensure that there is a complaints system in place for children and families.
- Ensure that parents have an understanding of the responsibility placed on the Academy and staff for child protection by setting out its obligations in the Academy prospectus.
- Notify Children's Social Care if there is an unexplained absence of more than two days of a pupil who is subject to a child protection plan.
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences.

- Keep written / online (CPOMS) records of concerns about children, even where there is no need to refer the matter immediately; documenting and collating information on individual children to support early identification, referral and actions to safeguard.
- Ensure all records are kept securely; (The Beech Academy uses CPOMS as a secure electronic, management system) separate from the main pupil file, and in locked locations.
- Ensure that we follow robust processes to respond when children are missing from education or missing from home or care.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.
- Apply confidentiality appropriately.
- Apply the NSCP escalation policy if there is any concern about the actions or inaction of social care staff or staff from other agencies.

Supporting Children

We recognise that children who are abused or who witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The Academy may be the only stable, secure and predictable element in the lives of children at risk. When at Academy their behaviour may be challenging and defiant or they may be withdrawn. We also recognise that there are children who are more than vulnerable than others, which included children with special educational needs and or disabilities.

All staff including volunteers are advised to maintain the attitude of **'it could happen here'** where safeguarding is a concern, and when concerned about the welfare of the child should always act in the **best** interests of the child.

Our academy will endeavour to support the pupil through:

- Developing the content of the curriculum to be engaging, inspiring, challenging, and accessible for all.
- Maintaining an academy ethos which promotes a positive, supportive and secure environment, and which gives pupils a sense of them being valued.
- The school behaviour policy, anti-bullying policy and peer on peer abuse policy which is kept up to date with national and local guidance and which is aimed at supporting vulnerable pupils in our academy.
- Our academy will proactively ensure that all children know that some behaviours are unacceptable and will need to be addressed but as members of our academy they are valued and will be supported through the time required to deal with any abuse or harm that has occurred, or outcomes from incidents. Pupils may be offered ELSA support, 1:1 Support with a trusted adult, specific meet & greet routines. If other support is more appropriate, the Safeguarding Team will help to decide the best way to support the pupil.
- Liaison with other agencies that support the pupil such as Children's Social Care (in line with the Pathway to Provision Version 9.1, published in May 2021), Behaviour and Attendance Service and Education Psychology Service, use of Complex Case Resolution Meetings and the Early Help Assessment Form (EHAF), etc.

- Ensuring that, where a pupil leaves and is subject to a child protection plan, child in need plan or where there have been wider safeguarding concerns, their information is transferred to the new school immediately or within **5 working days** and that the child's social worker is informed.
- Ensuring that the vulnerability of children with special educational needs and or disabilities is recognised and fully supported by recognising the additional support required and key information to be extracted from EHCP'
- Where a child discloses a concern or informs of an incident that has involved them in an incident involving sexual violence and or sexual harassment the staff member will ensure the child (victim) is taken seriously, kept safe and never be made to feel like they are creating a problem for reporting abuse, sexual violence or sexual harassment.
- The staff member if not the designated safeguarding lead will be informed immediately, and actions taken in accordance with the academy peer on peer/ sexual violence and sexual harassment between children in school and college policy.

Safe Staff and Safe Recruitment

- The leadership team and multi academy trust of the academy will ensure that all safer working practices and recruitment procedures are followed in accordance with the guidance set out in KCSiE 2021 Part Three and advised by NCC HR/ Multi Academy Trust HR Services policy and practice guidance.
- School leaders, staff and members of the trust will be appropriately trained in safer working practices and access the safer recruitment training advised by NCC HR Service the Trust. (NCC direct schools to the NSPCC Safe Recruitment online course).
- Statutory pre-employment checks and references from previous employers are an essential part of the recruitment process. We will ensure we adopt the appropriate necessary procedures to carry out the checks required and were any concerns arise we will seek advice and act in accordance with national guidance.
- The academy has in place recruitment, selection and vetting procedures in accordance with KCSiE 2021 Part Three and maintains a Single Central Record (SCR), which is reviewed regularly and updated in accordance with KCSiE 2021 Part Three paragraphs 250 to 256.
- Staff will have access to advice on the boundaries of appropriate behaviour and will be aware of the School Employee Code of Conduct, which includes contact between staff and pupils outside the work context. Concerns regarding low-level concerns will be included in our Code of Conduct from 1 September 2021 in line with KCSiE Part Four Section two. Staff can access a copy of this through the staff portal/website
- Newly appointed staff and volunteers will be informed of our arrangements for safer working practices via a thorough induction process before beginning working and contact with pupils.
- In the event of any complaint or allegation against a member of staff, the headteacher (or the Designated Safeguarding Lead) if the headteacher is not present, will be notified immediately. If it relates to the headteacher, the chair of governors/trust will be informed without delay. We will respond to all allegations robustly and appropriately in collaboration with the Local Authority Designated Officer (LADO) LADO/Allegation Officer and HR Business Partner or HR Service.
- Staff may find some of the issues relating to child protection and the broader areas of safeguarding upsetting and may need support which should be provided by the school and their Human Resources Team.

- Advice and support will be made available by the Safeguarding Children in Education Officer (SCiEO), LADO and NCC HR where appropriate to the leadership team.
- All new employees will be appropriately inducted to their role and provided with key information/policies that link to safeguarding and child protection. All new employees/supply staff will also be inducted into the systems and processes within the school around child protection and safeguarding. Newly appointed staff and volunteers will be informed of our arrangements for safer working practices by the DSL / Exec Principal before beginning working and contact with pupils
- Appropriate checks are made before any AP placement is attended and also during placement at regular intervals.

Links to other Local Authority policies

This policy, together with the following, should be read alongside and in conjunction with other policies regarding the safety and welfare of children. These together make up the suite of policies to safeguard and promote the welfare of children in this Academy

- *Accessibility Plan.*
- *Anti-Bullying revised for 2021-2022 (LA template policy in the process of being revised).*
- *Attendance Policy.*
- *Behaviour Principles Written Statement.*
- *Equality.*
- *Central Record of Recruitment and Vetting Checks.*
- *Complaints' Procedure Statement.*
- *Cyber-bullying.*
- *E-Safety Policy.*
- *Freedom of Information.*
- *Female Genital Mutilation (FGM) Guidance*
- *Radicalisation – Prevent Duty- (School's should have a Prevent Action Plan)*
- *Health and Safety Disability Equality Action Plan.*
- *Home-school Agreement Document.*
- *Peer on Peer Abuse- Sexual violence and sexual harassment between children in schools and colleges, and response to 'upskirting'.*
- *Physical intervention/positive handling.*
- *Register of Pupil Attendance.*
- *School Access Policy.*
- *School Behaviour.*
- *Knife Crime Guidance 2019 (cross authority and in the process of being revised for September 2021).*
- *New: Relationships, Sex and Health Education (KCSiE 2020 Paragraph 94).*
- *New: Mental and Physical Health (KCSiE Part One paragraph 4 paragraphs 34 to 40 and paragraphs 113 to 116).*
- *Special Educational Needs.*
- *CRB - Use of Reasonable Force Policy/ Guidance.*
- *Staff Behaviour (Code of Conduct policy).*
- *Staff Discipline Conduct and Grievance (procedures for addressing).*
- *School information published on a website.*

- *Visitors and VIP Policy.*
- *Whistle Blowing Policy.*
- *Guidance for NSPCC helpline and usage (KCSiE 2021 paragraph 77; when to call the police guidance from the NSPCC).*

Roles and Responsibilities

All staff and volunteers

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone in our academy who comes into contact with children and their families have a role to play in safeguarding children. All staff in our academy consider, at all times, what is in the best interests of children.

All staff within our academy are particularly important as they are in a position to identify concerns early and provide help to children to prevent concerns from escalating. All staff contribute to providing a safe environment in which children can learn. From class teachers who see children every day, to other staff including Learning Assistants, Office Staff, Midday Supervisors and the wider staff team, all members of the academy contribute to enabling a safe environment both in school and when out of school in trips or extended learning opportunities.

All our staff are aware of the early help process and understand their role in this, this includes being able to identify emerging problems to recognise children who may benefit from early help. Staff know in the first instance to discuss their concerns with the designated safeguarding lead and understand they may be required to support other agencies and professionals in assessments for early help. All concerns will be logged on the CPOMS system.

Safeguarding Training

All our staff are aware of systems within the Beech Academy and these are explained to them as part of staff induction, which include our child protection policy; the employee code of conduct and the role of the designated safeguarding lead and Keeping Children Safe in Education Part One. Our academy utilises an induction checklist when staff are inducted which includes the above, but also other policy and procedural information.

All our staff receive safeguarding and child protection training which is updated every three years. In addition to this training all staff members receive child protection and safeguarding updates when required, but at least annually. Our training is provided by Smartlog and NSCP.

Wider agency support is signposted throughout the academy, in newsletters to parents, through the parent app WEDUC and on social media. Parents and carers are invited to contact class teachers, the DSL or the Trust SENCO if they have concerns or need support and guidance. Parents' Evenings are held annually

All our staff are aware of systems within the academy and these are explained to them as part of staff induction, which include our child protection policy; the employee code of conduct and the role of the Designated Safeguarding Lead and Keeping Children Safe in Education 2020 Part One. Our academy utilises an induction checklist when staff are inducted which includes the above, but also other policy and procedural information.

Staff are directed on how to use the CPOMS system to record all incidents and further support materials are issued.

All our staff are aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989 and understand the role they may have in these assessments.

All our staff know what to do if a child is raising concerns, disclosures of abuse and neglect. Staff will maintain a level of confidentiality whilst liaising with the designated safeguarding lead and children's social care. Our staff will never promise a child that they will not tell anyone about a disclosure or allegation, recognising this may not be in the best interest of the child.

Staff are available to parents via phone calls, emails or face-to-face meetings to discuss any concerns they may have.

Children and social workers meet during the Academy day where required and DSL's work with social care and safeguarding partners to ensure children subject to child protection, child in need and LAC plans are kept safe and the child's needs are met.

At The Beech Academy we recognise how a child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educational disadvantage in facing barriers to attendance, learning, behaviour and mental health. These pupils are supported through ELSA work, additional behavioural / attendance support and regular monitoring of all areas of development. Children, parents and carers are signposted towards Local Authority support (such as Small Steps) through newsletters, Weduc notices and during meetings.

Staff responsibilities

All staff have a key role to play in identifying concerns and provide early help for children.

To achieve this, they will:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school who they can approach if they are worried or have concerns.
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Attend training in order to be aware of and alert to the signs of abuse.
- Maintain an attitude of "it could happen here" with regards to safeguarding.
- Record their concerns if they are worried that a child is being abused and report these to the DSL as soon as practical that day. If the DSL is not contactable immediately a Deputy DSL should be informed.
- Be prepared to refer directly to social care, and the police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available.
- Follow the allegations procedures if the disclosure is an allegation against a member of staff.

- Follow the procedures set out by the NSCP and take account of guidance issued by the DfE KCSiE 2021.
- Support pupils in line with their child protection plan, child in need plan, LAC Care Plan.
- Treat information with confidentiality but never promising to “keep a secret”.
- Notify the DSL or their Deputy of any child on a child protection plan or child in need plan who has unexplained absence.
- Have an understanding of early help and be prepared to identify and support children who may benefit from early help.
- Liaise with other agencies that support pupils and provide early help.
- Ensure they know who the DSL and Deputy DSLs are and know how to contact them.
- Have an awareness of the Child Protection Policy, the Behaviour Policy, the Staff Behaviour Policy (or Code of Conduct), procedures relating to the safeguarding response for children who go missing from education and the role of the DSL.
- We engage in learning opportunities or partnership work with such as the NSPCC, TETC team, Police Early Interventions Officers, PCSOs, any counselling services used, Health professionals etc.

Senior Leadership/Management Team responsibilities:

- Contribute to inter-agency working in line with HM Working Together to Safeguard Children 2018 guidance.
- Provide a co-ordinated offer of early help when additional needs of children are identified.
- Ensure all staff, supply staff and volunteers are alert to the definitions of abuse and indicators, and through access to regular training opportunities and updates.
- Ensure staff are alert to the various factors that can increase the need for early help.
- Working with Children’s Social Care, support their assessment and planning processes including the school’s attendance at conference and core group meetings as appropriate.
- Carry out tasks delegated by the *governing body/ multi academy trust* such as training of staff and volunteers, safer recruitment and maintaining of a single central register.
- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school.
- Treat any information shared by staff or pupils with respect and follow agreed policies and procedures.
- Ensure that allegations or concerns against staff including low-level concerns are dealt with in accordance with guidance from Department for Education (DfE KCSiE 2021 Part Four ‘Allegations made against/Concerns raised in relation teachers including supply teachers, other staff, volunteers and contractors in Sections One and Two.
- Nottinghamshire Safeguarding Children Partnership (NSCP) and Nottinghamshire County Council (NCC).
- Our academy works alongside social care and wider agencies through regular contact/meetings to ensure the safety and welfare of all of our pupils who have named social care professionals working alongside them.

Teachers (including NQTs) and Headteachers – Professional duty

The Teacher’s Standards 2012 remind us that teachers, newly qualified teachers and headteachers should safeguard children and maintain public trust in the teaching profession as part of our professional duties.

The Children and Social Work Act of 2017, places responsibilities for Designated Teacher to have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

Designated Safeguarding Lead

We have a designated safeguarding lead who takes lead responsibility for safeguarding children and child protection who has received appropriate training and support for this role. This designated safeguarding lead is a senior member of the Academy leadership team and their responsibilities are explicit in their job description.

We also have a deputy safeguarding lead, who will provide cover for the designated safeguarding lead when they are not available. Our deputy safeguarding lead has received the same training as our designated safeguarding lead. They will provide additional support to ensure the responsibilities for child protection and safeguarding children are fully embedded within the Academy ethos and that specific duties are discharged. They will assist the designated safeguarding lead in managing referrals, attending Child Protection Conferences and supporting the child/children.

Because of the size of our Academy and pupil numbers, or because our Academy/college is a split site we have additional Designated Safeguarding Officers named within this policy. All have completed the required training and are overseen by the Snr Designated Safeguarding Lead to ensure we fulfil our child protection responsibilities to meet the needs of the children/ young people on roll. Staff are made aware of any local or national changes to safeguarding practice by the DSL (or deputy DSL) regularly. All staff complete online safeguarding training yearly.

We acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils. Our designated safeguarding lead will ensure there is a structured procedure within the Academy, which will be followed by all of the members of the Academy community in cases of suspected abuse.

The Senior Designated Safeguarding Lead is expected to:

- **Manage Referrals**
 - Refer cases of suspected abuse or allegations to the relevant investigating agencies.
 - Support staff who make referrals to children's social care and other referral pathways
 - Refer cases where a person is dismissed or left due to risk/harm to a child and the DBS as required
 - Opportunities for the safeguarding team to meet are daily / weekly as required and safeguarding / child protection updates are a rolling item on weekly SLT agendas.
- **Work with others**
 - Liaise with the headteacher/principal (where the Snr Designated Safeguarding Lead role is not carried out by the headteacher) to inform him/her of any issues and ongoing investigations.
 - As required, liaise with the 'case manager' (as per Part Four of KCSiE 2021) and the LADO where there are child protection concerns/allegations that relate to a member of staff.
 - Liaise with the case manager and the LADO/LADO Allegation Officer where there are concerns about a staff member.
 - Liaise with staff on matters of safety and safeguarding and deciding when to make a referral by liaising with other agencies and acts as a source of support, advice and expertise for other staff.
 - Take part in strategy discussions or attend inter-agency meetings and/or support other staff to do so and to contribute to the assessment of children.

- Liaise with the local authority and other agencies in line with HM Working Together to Safeguard Children 2018 and the local Nottinghamshire Safeguarding Children Partnership procedures and practice guidance.
- The head teacher, designated safeguarding leads and governing body/trust are aware of the local arrangements put in place by Nottinghamshire Safeguarding Children Partnership (NSCP) and know how to access the NSCP website and training

- **Undertake training**

- Formal Designated Safeguarding Lead training will be undertaken every two years. Informal training and updating of knowledge and skills will be at regular intervals, undertaken at least annually. The Snr Designated Safeguarding Lead is responsible for their own training and should obtain access to resources or any relevant refresher training
- The Snr Designated Safeguarding Lead is also responsible for ensuring all other staff with designated safeguarding responsibilities access up to date and timely safeguarding training and maintains a register to evidence the training

The training undertaken should enable the Designated Safeguarding Lead to:

- Understand the assessment process for providing early help and intervention through the Pathway to Provision Version 6, EHAF and the Early Help Unit
- Have a working knowledge of how the Nottinghamshire Safeguarding Children Board operates, the conduct of a child protection conference, and be able to attend and contribute to these effectively when required to do so
- Ensure that each member of staff has access to the child protection policy and procedures
- Be alert to the specific needs of children in need, including those with special educational needs and or disabilities and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals
- Understand the Prevent Duty and provide advice and support to staff on protecting and preventing children from the risk of radicalisation and being grooming into extremist behaviours and attitudes (KCSiE 2021 Annex A and B).
- Understand the reporting requirements for FGM.
- Understand and support children to keep safe when online and when they are learning at home (KCSiE 2021 Part Two and Annex D).
- Encourage a culture of protecting children; listening to children and their wishes and feelings

- **Raise awareness**

- Ensure that the child protection policies are known, understood and used appropriately
- Ensure that the child protection policy is reviewed annually, procedures and implementation are updated and reviewed regularly and work with governing bodies regarding this
- Work strategically to ensure policies and procedures are up to date and drive and support development work within the Academy.

- Ensure that the child protection policy is available to parents and carers and make parents/carers aware that referrals may be made about suspected abuse or neglect
 - Liaise with the NSCB and ensure all staff receive induction training covering child protection and are able to recognise and report any concerns immediately as they arise.
- **Child protection file**
 - The Snr Designated Safeguarding Lead is responsible for ensuring that when a child leaves the Academy or college their 'concern', 'child protection' file is transferred to the new Academy or college at the same time the child goes on roll of its new Academy or education provision
 - A record of the number of children open and subject to CP. CiN and LAC concerns is maintained and shared with the governing body annually.
 - A record or data on the cohort of children having or have had a social worker and social care involvement will be maintained.
 - Our academy will maintain, keep and storing records, where a concern about a child has been identified in accordance with statutory guidance. (KCSiE 2021 Part one paragraphs 71 to 73, Part two management of safeguarding paragraphs 112 to 113. Part Five SVSH, Annex A, Annex C pages 147 to 148 and 151).
 - The Beech Academy uses CPOMS to safely record concerns regarding child protection and safeguarding.

Availability

- During term time the Snr Designated Safeguarding Lead (*or a Deputy*) will always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. In the absence of the Designated Safeguarding Leads a member of the senior leadership team will be nominated to provide cover. Appropriate arrangements will also need to be in place all year round for any out of school hours' activities in line with the guidance contained in DfE KCSiE 2021 Part Two and Annex C.

Headteacher

The headteacher of the Academy will ensure that:

- The policies and procedures adopted by the governing body are fully implemented, and followed by all staff.
- The *academy* has an up to date Single Central Record (SCR) which is reviewed regularly and is compliant with statutory guidance.
- Sufficient resources and time are allocated to enable the designated safeguarding lead and other staff to discharge their responsibilities, including taking part in strategy discussions and inter-agency meetings, and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.
- The headteacher will ensure all staff have access to and read:- the Whole Academy Child Protection Policy; the Staff Behaviour/Conduct Policy; NCC HR Staff Behaviour Policy also known as the Code of Conduct; DfE Keeping Children Safe in Education guidance 2021, Part One, as a minimum.

- The headteacher will ensure there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as set out in Part One of Keeping Children Safe in Education 2021.
- Where there is an allegation made against a member of staff (either paid or unpaid) that meets the criteria for a referral to the LADO, then the headteacher or principal will discuss the allegation immediately with the LADO (within 24 hours) and ensure that cases are managed as per Part Four of KCSiE (2020). If the allegation is against the Headteacher/Principal, then the *Chair of the Governing Body/Chair of the Management Committee/Proprietor* will manage the allegation – see below

6. Scrutiny Board and Multi- Academy Trusts

The governing body) will be collectively responsible for ensuring that safeguarding arrangements are fully embedded within the Academy’s ethos and reflected in the Academy’s day to day safeguarding practices by:

- Ensuring there is an individual member of the governing body to take leadership responsibility for safeguarding and champion child protection issues in the school.
- Ensuring that the school has effective policies and procedures in line with statutory guidance (Working Together to Safeguard Children 2018) as well as with local NSCP guidance and monitors the school’s compliance with them.
- Ensuring that safeguarding policies and procedures are in place for appropriate action to be taken in a timely manner to promote a child’s welfare.
- Recognising the importance of information sharing between agencies through the statutory guidance provided within KCSiE 2021 from paragraph 105, the additional clarification about GDPR and withholding information.
- Ensuring cooperation with the local authority and other safeguarding partners.
- Appointing a Snr Designated Safeguarding Lead from the leadership team to take lead responsibility for child protection/safeguarding and that a Designated Teacher for Looked After Children is appointed and appropriately trained.
- Ensuring that all staff, supply teachers and governors read and fully understand at least KCSiE 2021 Part One and or Annex A as a minimum, and ensure that there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as required within the guidance.
- Ensuring that the governing body understands it is collectively responsible for the school’s safeguarding arrangements, even though a governor will be nominated as the ‘Safeguarding Governor’ and person who will champion all safeguarding requirements’.
- All members of the governing body will undertake training about child protection to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities, order to discharge their responsibilities and act as the academy’s ‘critical friend’.
- The Chair of Governors and named Safeguarding Governor will access role specific training to enable them to comply and discharge their child protection/ safeguarding responsibilities.
- The Governing body will collectively ensure there is a training strategy in place for all staff, including the headteacher, so that child protection training is undertaken with refreshed in line with KCSiE 2021 and NSCP guidance.
- Ensuring that staff undergo safeguarding child protection training at induction and that there are arrangements in place for staff to be regularly updated to ensure that safeguarding remains a priority.
- Ensuring that temporary staff and volunteers who work with children are made aware of the school’s arrangements for child protection and their responsibilities
- Ensuring there are procedures in place to manage allegations against staff and exercise disciplinary functions in respect of dealing with a complaint KCSiE 2021 Part Four Section One.

- Ensuring that arrangements/procedures are in place to manage 'low level' concerns which should be referred to within the school/college Staff Code of Conduct.
- (allegations and concerns about a staff member that after initial consideration by the 'case manager' do not meet the criteria for a referral to LADO).
- Ensuring a response if there is an allegation against the principal by liaising with the LADO or other appropriate officers within the local authority.
- Ensuring appropriate responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse, including child sexual exploitation and going missing in future.
- Be aware of the issues involving the complexity of serious violence and sexual violence and sexual harassment between children and ensure the academy has policy, procedures and staff are trained (including the DSL and Senior Leadership) to recognise and respond to incidents and resources to manage actions and support for those involved.
- Be alert to the growing concerns involving knife crime and ensure the academy works closely with the police and safeguarding partners to raise awareness of the impact of such crime and adopt proactive practice to address concerns locally and within the community.
- Ensuring appropriate filters and monitoring systems are in place to protect children online and children are taught about keeping safe online through the curriculum.
- Giving staff the opportunities to contribute and shape safeguarding arrangements and child protection policy.
- Prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, making decisions about additional checks and ensuring volunteers are supervised as required.
- Ensure at least one person on an interview panel has completed safer recruitment training.
- Recognising that certain children are more vulnerable than others, such as looked after children and children with special educational needs and disabilities.
- Be open to accepting that child abuse and incidents can happen within the academy and be available to act decisively upon them.

Looked After Children – the role of Designated teacher and the Designated Safeguarding Lead

- A teacher is appointed who has responsibility for promoting the education achievement of children who are looked after. They have the appropriate training. The designated teacher will work with the Virtual Academy Head to ensure that the progress of the child is supported.
- The designated safeguarding lead will also have details of the child's social worker and the name of the virtual head. The designated safeguarding lead will work closely with the designated teacher as we recognise that children may have been abused or neglected before becoming looked after and we need to ensure their ongoing safety as well as supporting their education and development by linking with the designated safeguarding lead, their social worker and parents where appropriate.
- We also recognise those children who were previously Looked After potentially remain vulnerable and all staff will be informed of the importance of maintaining support for them through our academy system. As an academy we will continue to recognise the importance of working with agencies and take prompt actions where necessary to safeguard these children, who may remain vulnerable.

Children with Special Educational Needs

As a secondary special school, we are acutely aware of the additional vulnerability of our cohort of young people and the impact that this can have on their susceptibility to forms of abuse or neglect. It is imperative within our practice that we ensure staff are fully versed in safeguarding training/protocols and that they remain particularly vigilant at all times.

We recognise that children with special educational needs (SEN) and or disabilities can face additional safeguarding challenges. Children with SEN and or disabilities are especially vulnerable when identifying concerns due to their impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening.

This policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children which include:

All staff are aware that additional barrier can exist when recognising abuse and neglect for children with SEND and be more prone to peer group isolation or bullying (including prejudice-based bullying) than other children. They may not always show outward signs and may have communications barriers and difficulties in reporting challenges, especially involving exploitation or incidents involving peer on peer/child on child harm, abuse, or harassment and particularly where that harassment or harm is of a sexual nature. Our staff's vigilance will be a supporting factor to keeping all children safe.

Our policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children which include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying, without outwardly showing any signs; and communication barriers and difficulties in overcoming their ability to disclose incidents or the risk of harm they feel subject to;
- addressing individual behaviour concerns and incidents considering the child's SEN and disabilities.

Taking action where concerns are identified

Our staff recognise the difference between concerns about a child and a child in immediate danger.

If staff have concerns about a child, they will need to decide what action to take.

A discussion should take place with the Snr Designated Safeguarding Lead to agree a course of action.

If a child is in immediate danger or risk of harm a referral will be made immediately to the Multi-Agency Safeguarding Hub and/or the police immediately by the member of staff if required, with the Designated Safeguarding Lead being informed of the referral.

If a child chooses to tell a member of staff about alleged abuse, there are a number of actions that staff will undertake to support the child:

- The key facts will be established in language that the child understands and the child's words will be used in clarifying/expanding what has been said
- No promises will be made to the child, e.g. to keep secrets
- Staff will stay calm and be available to listen
- Staff will actively listen with the utmost care to what the child is saying
- Where questions are asked, this should be done without pressurising and only using open questions;
- Leading questions should be avoided as much as possible
- Questioning should not be extensive or repetitive
- Staff will not put words in the child's mouth but subsequently note the main points carefully
- A full written record will be kept by the staff duly signed and dated, including the time the conversation with the child took place, outline what was said, comment on the child's body language etc.
- It is not appropriate for staff to make children write statements about abuse that may have happened to them or get them to sign the staff record
- Staff will reassure the child and let them know that they were right to inform them and inform the child that this information will now have to be passed on
- The Designated Safeguarding Lead will be immediately informed, unless the disclosure has been made to them
- Information should be shared with children's social care without delay, either to the child's own social worker or to the MASH. Children's Social Care will liaise with the police where required which will ensure an appropriate police officer response rather than a uniformed response
- The Police would only therefore be contacted directly in an emergency or if a child is in immediate risk of harm, abuse or danger.

Staff should never attempt to carry out an investigation of suspected child abuse by interviewing the child or any others involved. The only people who should investigate child abuse and harm are Social Care, Police or the NSPCC

Confidentiality

We recognise that all matters relating to child protection are confidential; however, a member of staff must never guarantee confidentiality to children; children will not be given promises that any information about an allegation will not be shared.

Where there is a child protection concern it will be passed immediately to the Designated Safeguarding Lead and/or to children's social care. When a child is in immediate danger children's social care/the police will be contacted.

The Headteacher or Snr Designated Safeguarding Lead will disclose personal information about a pupil to other members of staff, including the level of involvement of other agencies, only on a 'need to know' basis.

All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children. They are aware that the Data Protection Act 1998 should not be a barrier to sharing of information where failure to do so would result in a child being placed at risk of harm.

We acknowledge further guidance can be found by visiting Nottinghamshire Safeguarding Children Partnership website: <https://www.nottinghamshire.gov.uk/nscp>

Information Sharing

Effective sharing of information between practitioners and local organisations and agencies is essential for early identification of need, assessment and service provision to keep children safe. Serious Case Reviews (SCR's) and Rapid Reviews (R.R's) have highlighted that missed opportunities to record and thereby understand the significance of sharing information in a timely manner can have severe consequences for the safety and welfare of children (Working Together to Safeguard Children 2018 para 23).

We will adopt the information sharing principles detailed in statutory safeguarding guidance contained within:

- New DfE KCSiE 2021 paragraphs 105 to 113 and Annex C has been updated to further clarify about GDPR and withholding information and additional information added which makes clear about the powers to hold and use information when promoting children's welfare.
- HM Working Together to Safeguard Children 2018 Para 23 to 27 and on pages 20 and 21.
- HM Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (which has been updated to reflect the General Data Protection Regulation (GDPR) and Data Protection Act 2018).
- Nottinghamshire Safeguarding Children Partnership (NSCP) Policy and Practice Guidance.
- Staff, governors/trust members have completed GDPR Information Sharing training.

Records and Monitoring (KCSiE 2021 paragraphs 71 to 72, Part Five, Annex C)

Any concerns about a child will be recorded in writing within 24 hours. All records will provide a factual and evidence based account and there will be accurate recording of any actions. Records will be signed, dated and, where appropriate, witnessed. Where an opinion or professional judgement is recorded this should be clearly stated as such.

At no time should an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child's person; this type of behaviour could lead to the staff member being taken into managing allegations procedures. The body maps should be used in accordance with recording guidance and to support clarity for example of areas of injury, marks and bruising and or touching.

Any concerns should be reported and recorded without delay to the appropriate safeguarding services e.g. MASH or the child's social worker if already an open case to social care.

The Beech Academy uses CPOMS as an electronic recording system for all safeguarding/child protection concerns.

Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. MASH or the child's social worker if already an open case to social care.

A chronology will be kept in the main Academy file prior to the commencement of a concern file. Staff, particularly pastoral staff, will record any minor concerns on the chronology and will take responsibility for alerting the designated safeguarding lead should the number of concerns rise or, in their professional

judgement, become significant. At the point at which a concern file (see below) is commenced then the chronology can be transferred to the concern file.

Safeguarding, child protection and welfare concerns will be recorded and kept in a separate secure file known as a 'concern' file (formerly referred to as a child protection file), which will be securely stored and away from the main pupil file. The main pupil file should have a **red C** in the top right hand corner to denote a separate file exists (or a similar and consistent coding).

Files will be available for external scrutiny for example by a regulatory agency or because of a serious case review or audit.

Why recording is important

Our staff will be encouraged to understand why it is important that recording is comprehensive and accurate and what the messages are from serious case reviews are in terms of recording and sharing information. It is often when a chronology of information is pieced together that the level of concern escalates or the whole or wider picture becomes known.

We acknowledge without information being recorded it can be lost. This could be crucial information, the importance of which is not always necessarily apparent at the time. On occasions, this information could be crucial evidence to safeguard a child or be evidence in future criminal prosecutions.

The Child Protection (CP), Child in Need (CiN) or Confidential file 2021 paragraphs 71 to 73, 112 to 113 and Annex C pages 146 to 148).

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The establishment of a Child Protection, CiN or Confidential Safeguarding file, which is separate from the child's main school file, is an important principle in terms of storing and collating information about children which relates to either a child protection or safeguarding concern or an accumulation of concerns about a child's welfare which are outside of the usual range of concerns which relate to ordinary life events. It should be borne in mind that what constitutes a 'concern' for one child may not be a 'concern' for another and the child's particular circumstances will need to be taken into account for example if a child is subject to a child protection plan, CiN plan or has looked after status (LAC). Professional judgement will therefore be an important factor when making this decision and will need clear links between pastoral staff and those with Designated Safeguarding Lead responsibilities in school.

Note: Delete which is relevant: The information in this section will be dependent on whether the school/academy or college maintains child protection and confidential information in paper format or through electronic management systems such as CPOM's or My Concerns.

A 'child protection' or 'confidential' file should be commenced in the event of:

- A referral to MASH/Children's Social Care.
- A number of minor concerns on the child's main school file.
- Any child open to social care.

All 'child protection' or 'confidential' file should contain:

- A front sheet.
- A chronology.
- A record of concern in more detail and body map, where appropriate.
- A record of concerns and issues shared by others.

The academy will keep electronic records of concerns about children even where there is no need to refer the matter to MASH/Children's Social Care (or similar) immediately but these records will be kept within the separate concerns file.

Records will be kept up to date and reviewed regularly by the Snr Designated Safeguarding Lead to evidence and support actions taken by staff in discharging their safeguarding arrangements. Original notes will be retained (but clearly identified as such) as this is a contemporaneous account; they may be important in any criminal proceedings arising from current or historical allegations of abuse or neglect.

The 'confidential' file can be active or non-active in terms of monitoring i.e. a child is no longer LAC, subject to a child protection plan or EHAF and this level of activity can be recorded on the front sheet as a start and end date. If future concerns arise, they can be re-activated and indicated as such on the front sheet and on the chronology as new information arises.

Transfer of child's child protection file, child in need, LAC, or confidential file (statutory requirement):

Our academy will adopt the file transfer guidance contained in KCSiE 2021 and ensure when a child moves school/education provision their child protection/confidential file is sent securely to their new educational setting when the child starts/ leaves the school/academy.

For those children subject of social care and safeguarding agency involvement will ensure the file is able to evidence the child's journey and include key information as described in KCSiE 2021 Should a child subject to social care involvement transfer schools, college or education provider we will ensure the child's child protection or confidential file move is transferred within 5 days required by KCSiE 2021 page 148.

Our Snr DSLs will liaise directly with the receiving school, college or alternative placement and hold a discussion to share important information to support the child's transfer to ensure the child remains safeguarded, has any 'reasonable adjustments' agreed, and put in place and to ensure the changes experienced by the child are as smooth as possible to enable a positive integration experience and engagement with new staff and learning.

In accordance with KCSiE 2021 we will maintain information on cohorts of children who have been open to social care, have had a social worker or who are closed to social care and may have returned to the family home. This information will only be considered for sharing 'if appropriate' with the new school or provider in advance of the child leaving to allow for the new school to continue supporting the children who have had a social worker or been victims of abuse, including those who are currently receiving support through the 'Channel' programme.

(KCSiE 2021 paragraphs 71 to 73, 113 and Annex C pages 146 to 148).

Recording Practice

Timely and accurate recording will take place when there are any issues regarding a child.

A recording of each and every incident or concern for the child will be made, including any telephone calls to other professionals. These will also be recorded on the chronology and kept within the child protection file for

that child, as over time they are likely to help identify any patterns or emerging risks and needs. This will include any contact from other agencies who may wish to discuss concerns relating to a child. Actions will be agreed, and roles and responsibility of each agency will be clarified, and outcomes recorded. The chronology will be brief and log activity; the full recording will be on the record of concern.

Further detailed recording will be added to the record of concern and will be signed and dated. Records will include an analysis of the event or concerns and will take account of the holistic needs of the child, and any historical information held on the child's file.

Support and advice will be sought from social care, or early help whenever necessary. In this way a picture can emerge, and this will assist in promoting an evidence-based assessment and determining any action(s) that needs to be taken.

This may include no further action, whether an EHAF should be undertaken, or whether a referral should be made to MASH/Children's Social Care in-line with the NCC Pathway to Provision Version 9 document published March 2021, or any later edition made available by Nottinghamshire Safeguarding Children Partnership.

Such robust practice across child protection and in safeguarding and promoting the welfare of children will assist the school and DSL team in the early identification of any concerns which may require addressing further and the prevention of future harm, risk or abuse.

The Designated Safeguarding Lead will have a systematic means of monitoring children known or thought to be at risk of harm (through the concern file and through an ongoing dialogue with pastoral staff). They will ensure that we contribute to assessments of need and support multi-agency plans for those children.

Educating Young People – Opportunities to teach safeguarding (KCSiE 2021 paragraphs 121, Annex A & Annex C Online Safety page 117 to 118).

As an academy we will teach children in an age appropriate way about youth produced imagery, on-line risks associated with social networking to prevent harm by providing them with the skills, attributes and knowledge to help them navigate risks, including covering online safety, remote learning, filters and monitoring, information security, cyber-crime, reviewing online safety platforms and use of mobile technology.

This approach to tackling sensitive issues promotes a whole school approach to safeguarding giving children the space to explore key issues and the confidence to seek the support of adults should they encounter problems.

The education we provide for online safety will take into account the harm, injury or harassment involved in sexual violence and sexual harassment between child in schools and colleges.

This issue will also be taught as part of a wider RSHE programme, as RSHE becomes mandatory in all schools from September 2021.

Describe here: your school/academy or colleges policy on RSHE and how you intend to introduce and include it in the curriculum over the next year.

New Clarify here: how children and parents are made aware of on-line safety to minimise the safeguarding risks technology can pose and where they can seek advice, help, and support.

Clarify here the arrangements you have put in place for children who access education from home and under what circumstances:

NOTE: New Our school's/college's response to identifying, responding to, and managing concerns, incidents, or disclosures regarding sexual violence between children in school/college. If not included in a section above or as Appendix 5.

Helplines and reporting

- Children can talk to a Child Line counsellor 24 hours a day about anything that is worrying them by ringing 0800 11 11 or in an online chat at <https://www.childline.org.uk/get-support/1-2-1-counsellor-chat/>
- Where staff members feel unable to raise an issue with their employer, or feel they have a genuine concern that is not being addressed we acknowledge they may wish to consider whistleblowing channels. Likewise, if parents and carers are concerned about their child, they can contact the NSPCC Helpline by ringing 0800 028 028 0295, or by emailing help@nspcc.org.uk

Advice and information for parents

- The NSPCC has information and advice about sexting available on its website: [NSPCC Sexting](#)
- The National Crime Agency/CEOP has produced a film resource for parents and carers to help them prevent their children coming to harm through sharing sexual imagery: [THINKUKNOW Nude-selfies-a-parents-guide](#)
- Childnet have information and advice about sexting available on its website: <http://www.childnet.com/young-people/secondary/hot-topics/sexting>
- Parent Info (<http://parentinfo.org/>) provides information and advice to parents from expert organisations on topics ranging from sex and relationships, mental health and online safety including sexting.

Resources parents could highlight to their children

- ChildLine have created Zip-It, an app that provides witty comebacks in order to help young person say no to requests for naked images [Childline Zipit Ap](#)
- There is information on the ChildLine website for young people about sexting: [Childline information for young people](#)
- The Safer Internet Centre has produced resources called '[Childnet So you got naked online](#)' which help young people to handle incidents of sexting

The NSPCC adults helpline: 0808 800 5002 The NSPCC has partnered with O2 to offer direct support to parents and other adults on issues relating to online safety.

ChildLine: www.childline.org.uk ChildLine offers direct support to children and young people including issues relating to the sharing of sexual imagery.

The Professionals Online Safety Helpline (POSH): <http://www.saferinternet.org.uk/about/helpline> Tel: 0844 381 4772. This helpline supports professionals with an online safety concern or an online safety concern for children in their care. Professionals are able to contact the helpline to resolve issues.

Resources for teaching staff

There is a wealth of resources for teachers at page 28 of the UKCCIS Sexting in Schools Guidance 2016

(The following appendices are a part of this policy):

Appendix 1 - NCC LA Flow Chart 2021-2022 'What to do if you are worried a child is being abused at risk of harm or neglect.

Appendix 2 -Template: Case Record and Chronology form

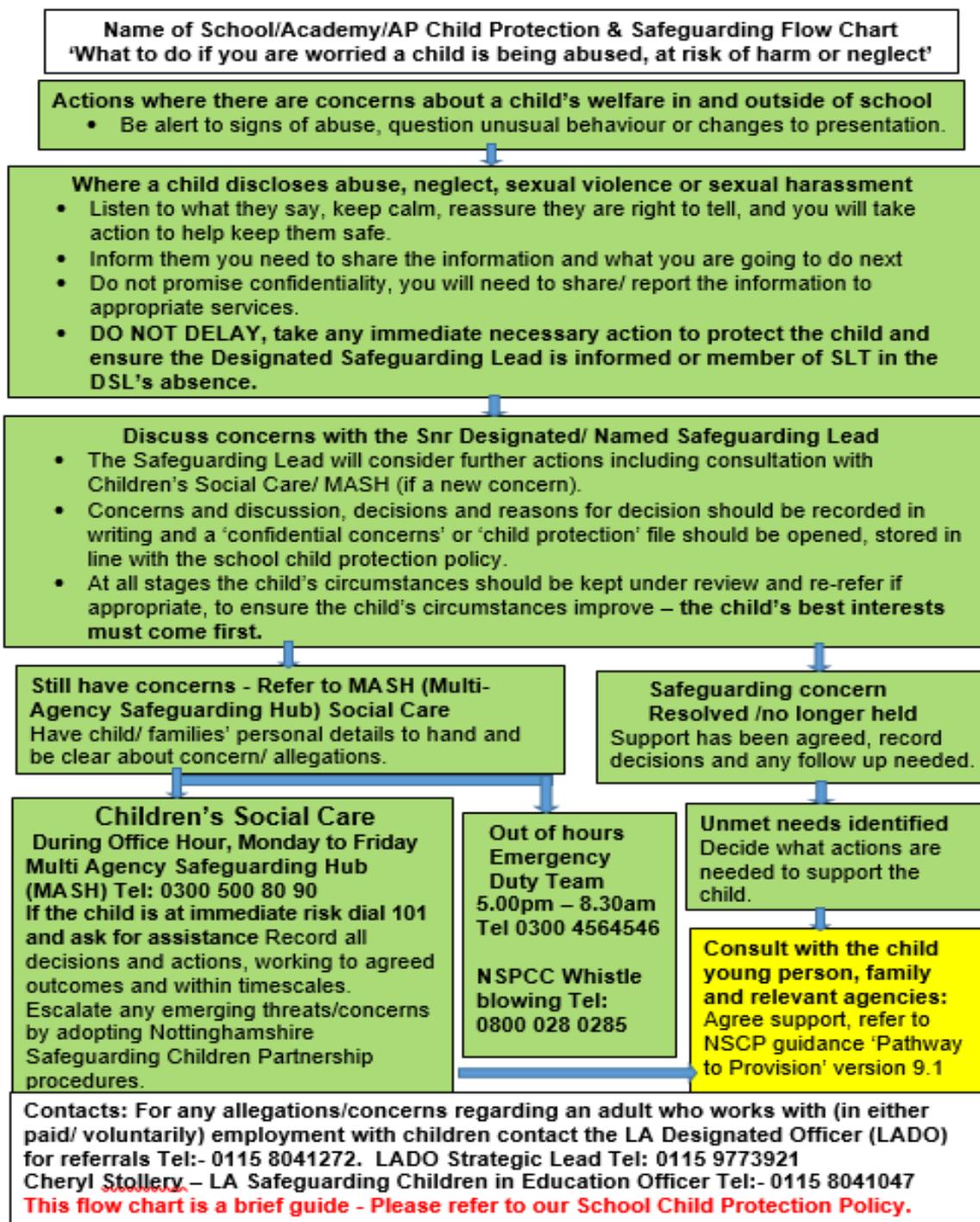
Appendix 3 -Template: Logging a concern about a child's safety and welfare

Appendix 4 -Template: Body Maps Guidance and Body Maps.

Appendix 5 - Policy and procedures to manage with peer on peer abuse (child on child) abuse and sexual violence and sexual harassment from September 2021 to 2022 (add here to policy as an appendix if not in main body of the school/college Child Protection Policy for 2021-2022).

7. Appendix 1

Appendix 1



8. Appendix 2

Appendix 2
Case
Record/Chronology

CONFIDENTIAL

Sheet Number:

Complete for all incidents of concern including where a 'logging the concern' sheet has not been completed. If one has been completed, then add a note to this chronology to cross reference (significant information may also be added).

Name:		
DOB:		Form:
Date	Information/Details of concerns or contact	Print Name and Signature

9. Appendix 3

Logging a concern about a child's safety and welfare

Part 1 (for use by any staff)

Pupil's Name:	Date of Birth:	FORM:
Date and Time of Incident:	Date and Time (of writing):	
Name:		
Print	Signature	
Job Title:		
Note the reason(s) for recording the incident.		
Record the following factually: Who? What (if recording a verbal disclosure by a child use their words)? Where? When (date and time of incident)? Any witnesses?		
Professional opinion where relevant (how and why might this have happened?)		
Note actions, including names of anyone to whom your information was passed.		
Any other relevant information (distinguish between fact and opinion).		

**Check to make sure your report is clear to someone else reading it.
Please give this form to your Snr Designated Safeguarding Lead**

Part 2 (for use by the Snr Designated Safeguarding Lead (DSL))

Time and date information received by DSL, and from whom.		
Any advice sought by DSL (date, time, name, role, organisation and advice given).		
Action taken (referral to MASH/children’s social care/monitoring advice given to appropriate staff/EHAF etc. with reasons. Note time, date, names, who information shared with and when etc.		
Parent’s informed Y/N and reasons.		
Outcome Record names of individuals/agencies who have given information regarding outcome of any referral (if made).		
Where can additional information regarding child/incident be found (e.g. Pupil file, serious incident book)?		
Should a concern/confidential file be commenced if there is not already one? Why?		
Signed		
Printed Name		

10. Appendix 4

Body Map Guidance for Schools

Medical assistance should be sought where appropriate.

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

***At no time should an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child's person, this type of behaviour could lead to the staff member being taken into managing allegations procedures, the body map below should be used in accordance with recording guidance. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. MASH or the child's social worker if already an open case to social care.**

When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and record

A copy of the body map should be kept on the child's child protection file.

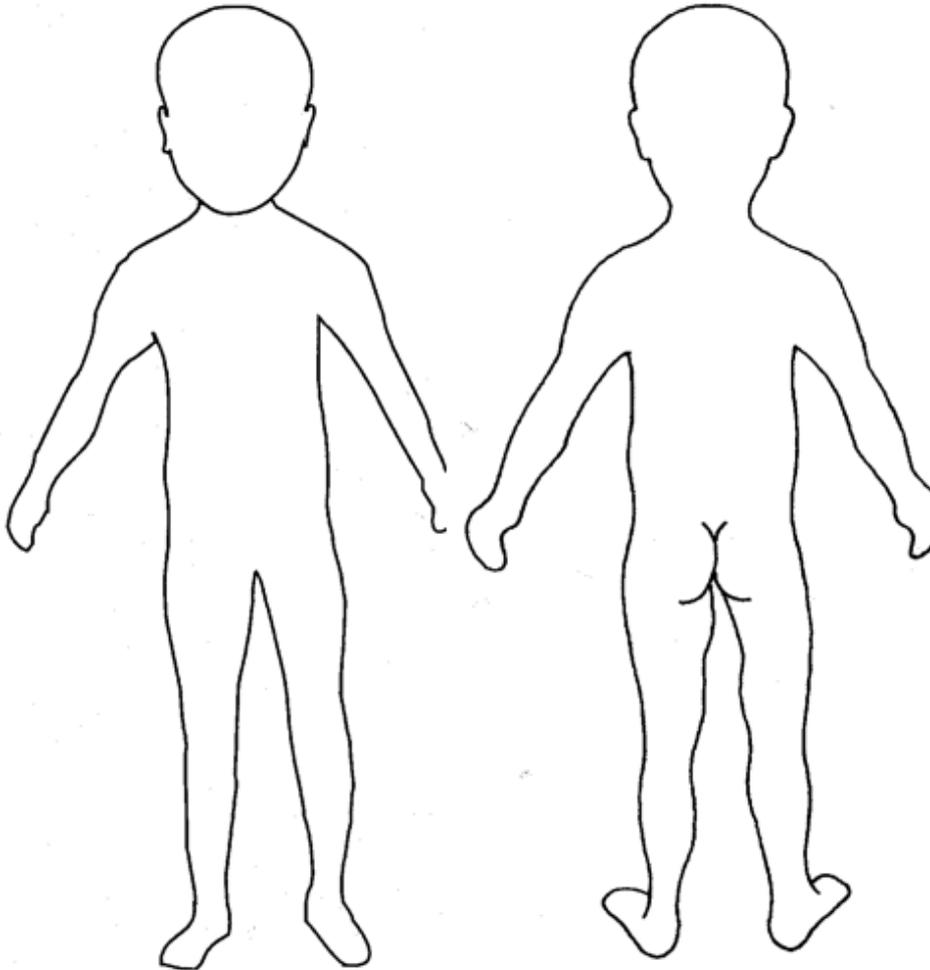
BODYMAP

(This must be completed at time of observation)

Names for Child: Date of Birth:

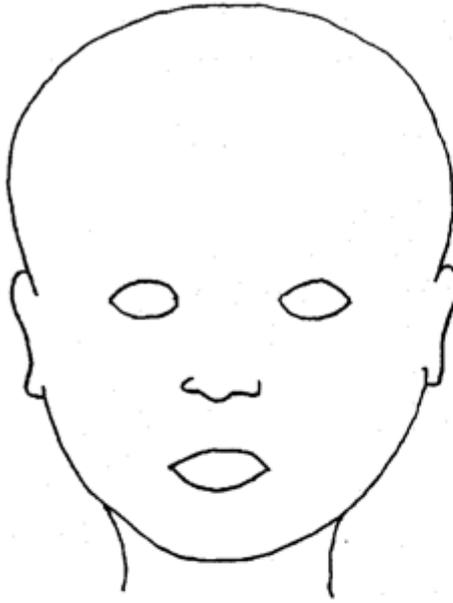
Name of Worker: Agency:

Date and time of observation:

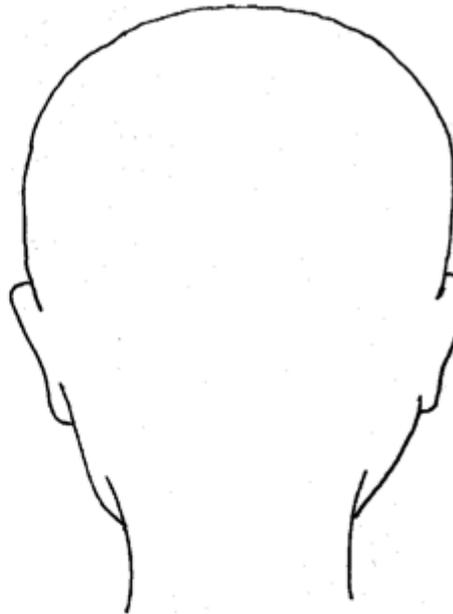


Name of Child:

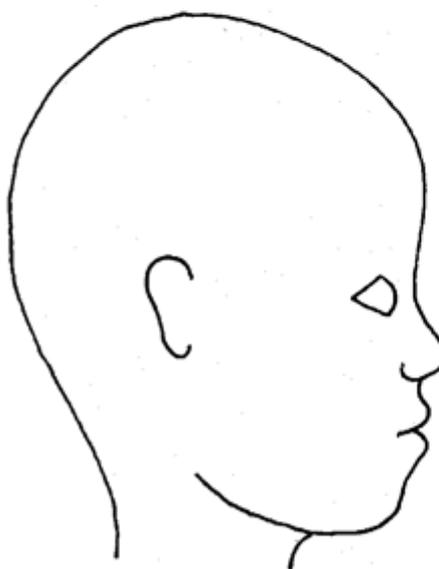
Date of observation:



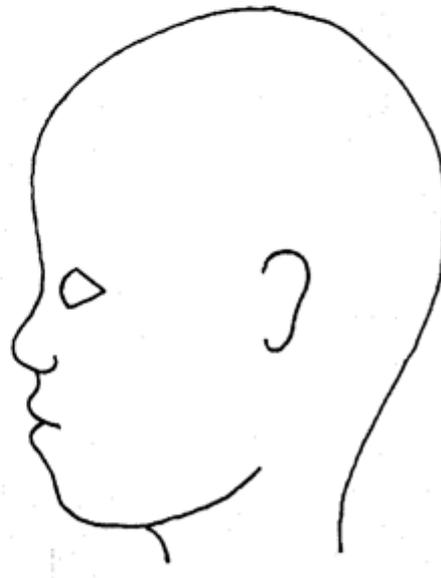
FRONT



BACK



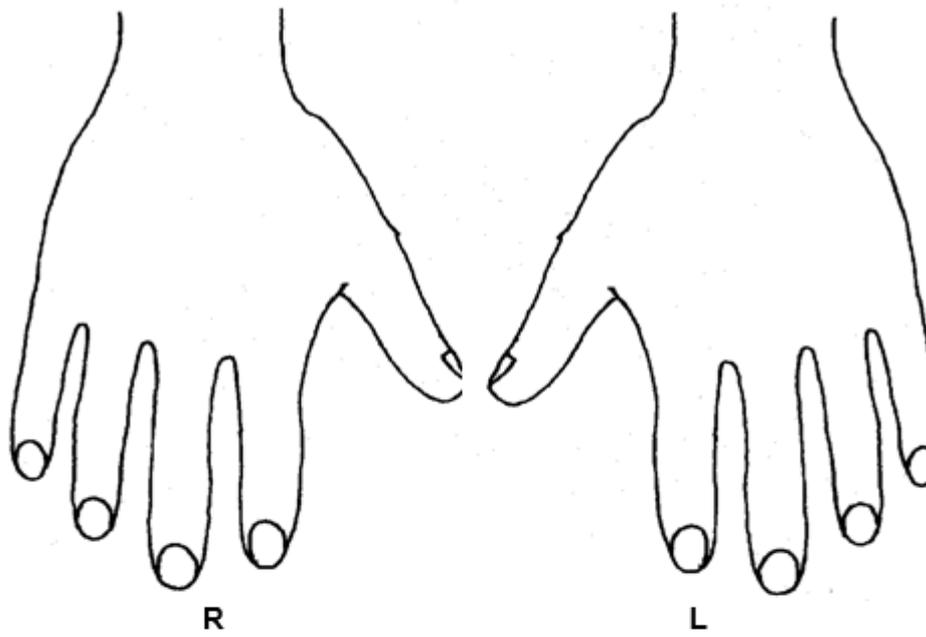
RIGHT



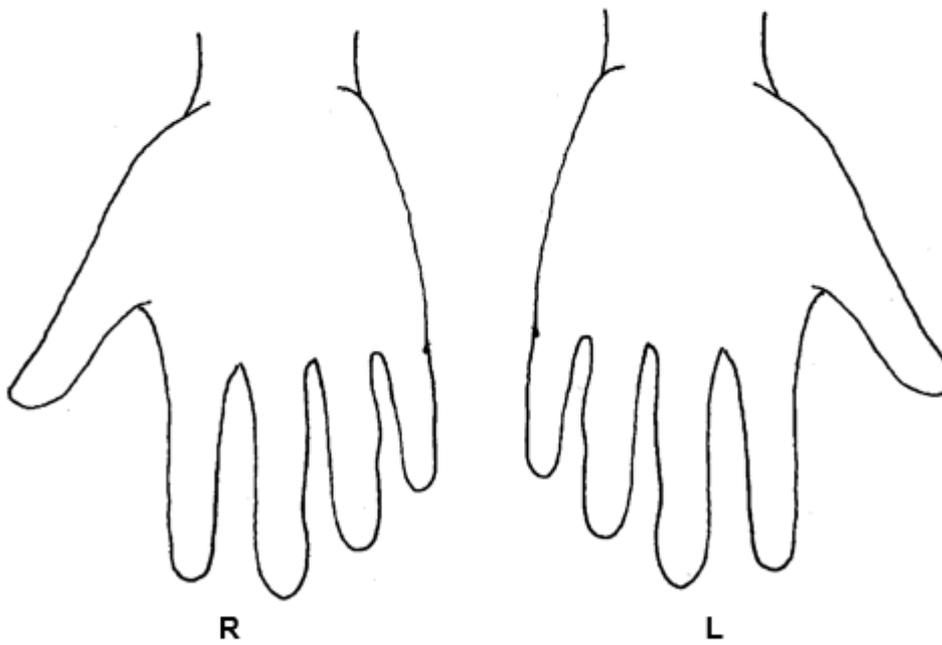
LEFT

Name of Child:

Date of observation:



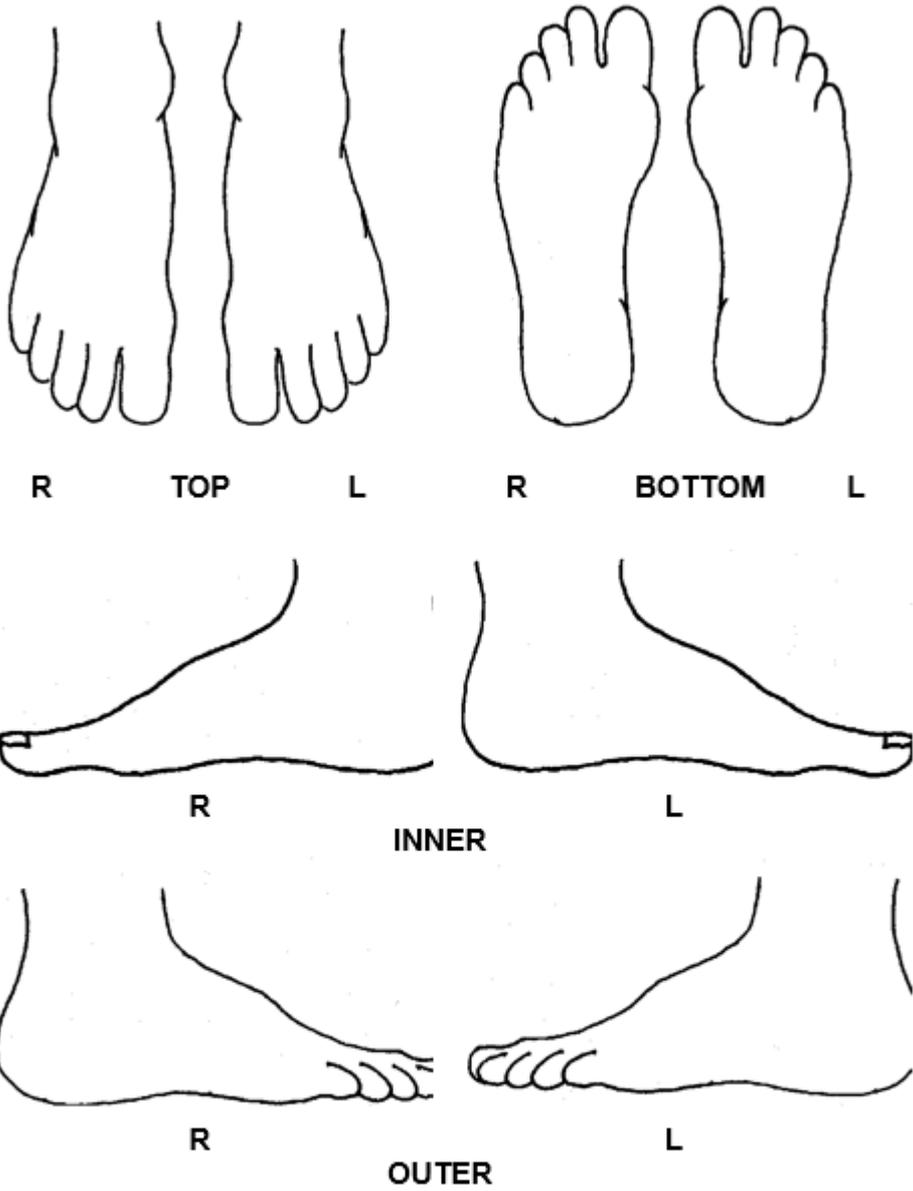
BACK



PALM

Name of
Child:

Date of
observation:



Printed Name and
 Signature of worker:

Date:
 Time:

Role of Worker

Other information:

11. Appendix 5 Peer on Peer Abuse

Our academy recognise that children are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. Peer on peer abuse will not be tolerated or passed off as part of “banter” or “growing up”.

In cases where peer on peer abuse is identified we will follow our child protection procedures, recognising that both the victim and perpetrator will require support.

We recognise that peer on peer abuse can manifest itself in many ways such as:

- Child Sexual Exploitation (Appendix 16)
- Sexting or youth produced digital imagery (Appendix 17)
- Bullying
- Radicalisation
- Upskirting
- Sexual Harassment
- Abuse in intimate relationships
- Children who display sexually harmful behavior
- Gang association and serious violence
- Technology can be used for bullying and other abusive behaviour (Appendix 18)

There are a number of factors that make children more vulnerable to peer on peer abuse: experience of abuse within their family; living with domestic violence young people in care; children who go missing; children with additional needs (SEN and/or disabilities); children who identify as or are perceived as LGBT; or who have other protected characteristics (race, religion).

Research tells us girls are more frequently identified as being abused by their peers; girls are more likely to experience unwanted sexual touching in Academics. Boys are less likely to report intimate relationship abuse. Boys report high levels of victimisation in areas where they are affected by gangs. There is an increasing evidence base emerging on the sexual exploitation of boys (both by adults and peers) and LGBTQ young people. We recognise that both boys and girls experience peer on peer abuse but they do so in gendered ways.

12. Appendix 6

Child protection procedures at The Beech Academy

Any child protection concerns through disclosures actually received directly to a staff member need to be reported to one of the Designated Child Protection staff at Academy verbally **and in writing using the CPOMS incident form and alert the Safeguarding Team. If the member of staff is unable to use CPOMS for any reason then they must seek out their line manager or a member of SLT and request that they transfer the log to CPOMS within 24 hours, ensuring that they contact IT support to gain access to CPOMS for future use.**

Upon the receipt of an alert in CPOMS the Designated Person/s will read the alert and respond as having 'read' the alert and complete any actions if necessary or if the Designated Person believes that the concerns need to be escalated further. Any actions taken, including whether the concern has been escalated to CSC / MASH will be recorded on CPOMS.

Any information or concerns given to staff by another person i.e. discussions you may have with pupils, parents, Social Workers or other staff from different services or School, either face to face or on the phone need to be reported as above and emailed as above **clearly stating on the CPOMS log where the information has been shared from.**

It is essential that all contact or concerns are reported within CPOMS as an ongoing procedure so we can have a full picture on which to make informed decisions.

Confidential files of pupils causing us concern or who are subject to Child Protection Proceedings are kept within CPOMS and a paper chronology and associated paper documents printed at least once an academic year and kept in a locked filing cabinet.

Each half term the Designated Persons will meet to review the pupil files and reports in a chronological order. They will ensure that all actions taken are appropriately meeting the needs of the pupils causing concern. Teachers may be asked to contribute to this meeting for the pupils in their care. This will be recorded on the individual student's CPOMS log.

Child protection and safeguarding procedures will be reviewed termly by the Designated Persons and the Designated scrutiny board member– any recommended actions from these meetings will be recorded and shared with all members of the academy safeguarding team.